



UNIVERSITY OF  
**REGINA**

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EXTERNAL  
RELATIONS  
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BUILDING  
ON PROGRESS

ANNUAL  
REPORT

04|05



UNIVERSITY OF  
REGINA



## FUNDAMENTALS

The three aims categorized as Fundamentals reflect the University of Regina's commitment to excellence in our traditional functions – teaching and learning, scholarship and research, and public service.

- AIM 1 Continue to lead in the provision of high quality education
- AIM 2 Grow and sustain a balanced research culture
- AIM 3 Contribute our expertise to the life and progress of the community



## OPPORTUNITIES

In Opportunities, the aims respond to the challenges posed by the University's six Goals: Teaching and Learning, Scholarship and Research, Service, People, Internationalization and Accountability. By setting performance measurements for each, the University is able to track and manage progress.

- AIM 4 Expand and diversify the student body
- AIM 5 Provide superior student experience
- AIM 6 Attract, encourage and develop exemplary faculty and staff
- AIM 7 Enhance alumni commitment
- AIM 8 Improve on the use of management information



## RESOURCES

The aims in the Resources category recognize how the University uses its financial and physical resources.

- AIM 9 Apply resources well
- AIM 10 Strengthen sustainability



## EXTERNAL STAKEHOLDERS

The University has become an increasingly important part of the cultural, social and economic life of the city of Regina and the province of Saskatchewan. The aims in this category reflect our efforts to remain connected to the wider community.

- AIM 11 Enhance the University's recognition and esteem
- AIM 12 Demonstrate responsible management and governance
- AIM 13 Build and maintain beneficial partnerships and relationships

## BUILDING ON PROGRESS

### 04|05 UNIVERSITY OF REGINA

#### ANNUAL REPORT

In November 2004, the University of Regina Board of Governors formally approved *Building on Progress: The Plan for 2004-2009*. Building on Progress is a five-year plan that provides realistic, achievable objectives for the University of Regina as we strive to realize our Vision, Mission and Goals. The plan defines 13 aims for the University in four categories: Fundamentals, Opportunities, Resources and External Stakeholders. It sets measures and targets for each aim, many of which are benchmarked to national norms.

The 2004-05 Annual Report uses this outcome-oriented format to report on the University's achievements and progress over the year. This enhances our accountability to government, our many partners and the communities we serve. As you will see in the following pages, the excitement and enthusiasm that has marked the recent growth of our University continues. We are building on the successes of past efforts. We are building on progress.

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## PROFILE

### STRONGLY ROOTED IN COMMUNITY

*"Passion runs through this institution. We're keenly aware of who we are and who we want to be."*

Ken Byrne, Associate Vice-President (Student Affairs)



The University of Regina began as Regina College, a residential high school established in 1911. Over the years, the small school evolved into a junior college, then a campus of the University of Saskatchewan and finally an independent degree-granting institution in 1974. Today, the University of Regina is a dynamic institution with nine academic faculties, 25 departments and a growing reputation for innovative programs leading to bachelor's, master's and doctoral degrees.

The University's main campus and the original College Avenue campus provide attractive study and work environments for more than 13,000 full- and part-time students and more than 1,200 faculty and staff. The University has three federated colleges: Campion College, Luther College and First Nations University of Canada. Thirteen centres and institutes enhance the University of Regina's teaching and research opportunities.

Every year, the University generates more than \$150 million in economic activity for the local economy. We create capacity for social and cultural development. Our alumni, more than 46,000 strong, actively contribute to our city, our province and our world. The University of Regina is an institution fuelled by energy and ideas. We are young but our roots run deep – and that's a foundation for unlimited growth.

University of Regina campus, 2005



## VISION

The University of Regina is a scholarly community that serves the larger community by advancing, sharing and applying knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens.

## MISSION

The University of Regina preserves, transmits, interprets and enhances the cultural, scientific and artistic heritage of humanity through the acquisition and expansion of knowledge and understanding. We apply our skills in the service of society by facilitating constructive criticism, independent thinking, free discussion and the pursuit of truth, while respecting the rights and responsibilities associated with academic freedom.

By interpreting the past and examining and clarifying contemporary thinking we shape the possibilities of the future. We are open to change and enthusiastic about investigation and creativity. We combine a unity of purpose with a diversity of outlook.

By encouraging the development of their potential, we prepare our students to participate fully in society, and to respond to the demands of a rapidly changing world in ways that are consistent with the highest human values and aspirations.

## GOALS

- ▶ Teaching and Learning: give our students an accessible and enviable learning experience.
- ▶ Scholarship and Research: sustain a vibrant research enterprise where faculty and students are enthusiastic about intellectual activity, both curiosity-driven and applied.
- ▶ Service: take the academic expertise to the community in response to requests or our own perceptions of need.
- ▶ People: make the University of Regina a preferred place to study and work.
- ▶ Internationalization: integrate a national and international perspective into our fundamental threefold mission of teaching, research and service.
- ▶ Accountability: provide sufficient information to allow informed evaluation of our performance.

## GOVERNANCE

The University operates under the terms of *The University of Regina Act*, an act of the Legislature of the Province of Saskatchewan. Matters related to the academic welfare of the University fall within the purview of Senate and the Executive of Council; matters related to administrative and business affairs are overseen by the Board of Governors.

The Senate has broad public representation. Its membership includes representatives of professional organizations, 14 members from 12 electoral districts in the province, present and past chancellors, the president and vice-presidents, the deputy minister of Learning, heads of federated and affiliated colleges, deans and directors, and six students. Most of the broader issues of academic policy within the University are reserved for approval by the Senate, such as approval of new programs, degrees and certificates. The membership of the Executive of Council includes the president, the vice-presidents, the registrar, the University librarian, the deans and elected members of the academic staff, as well as student representatives. Executive of Council considers all significant academic matters and makes recommendations to Senate.

The Board of Governors consists of 12 members: the University chancellor, the president, six members appointed by the Lieutenant Governor in Council, two elected by Senate, the president of the Students' Union, and one faculty member elected by members of Council. The Board of Governors has ultimate authority over the raising and spending of University funds and over the acquisition and management of University property. The Board appoints the president of the University.

University of Regina campus, 2003



I have had the extraordinary privilege of serving my alma mater as Board chair during one of the most exciting years in recent memory. The official opening of the new student residences and the Centre for Kinesiology, Health and Sport, the launch of the public phase of Building Dreams and Futures, the start of construction of the \$36.5 million Laboratory Building addition, the final countdown to the 2005 Canada Summer Games – these are some of the highlights of 2004-05 at the University of Regina.

In looking back on my first year as chair, a significant milestone was Board approval of the new planning framework, *Building on Progress: The Plan for 2004-2009*. The plan will guide decision-making and chart the University's progress through the first decade of the new millennium. As part of our commitment to increased accountability and transparency, the institutional aims, measures of progress and explicit targets outlined in the plan comprise a performance measurement framework that will form the basis of this and future annual reports.

The Board of Governors continues to focus on improving University operations through effective use of funds, enhanced governance practices and stringent accountability. Operational achievements are reflected in a number of the aims of the new performance measurement framework in the plan.

It is a pleasure to work with people who believe so strongly in the University of Regina. On behalf of the Board of Governors, I would like to thank David Barnard for his leadership and outstanding vision during his term as president. I would also like to thank our students, staff, faculty, provincial and federal governments, alumni, parents, corporations, foundations and many friends for contributing to, and believing in, our growth.

This has truly been a year to remember. I look forward to 2005-06.



Garth Fredrickson  
Chair, Board of Governors



## MESSAGE FROM THE CHAIR



## MESSAGE FROM THE CHANCELLOR

This year marked the beginning of my second term as chancellor of the University of Regina. I continue to be impressed by the efforts of staff and faculty in pursuing excellence in academic programming and research.

New programs and programs in development stand as a testament to this enthusiasm: new graduate programs in gerontology and process systems engineering, the Graduate School of Public Policy, master's programs in justice, police studies and social and political thought, a re-organized Faculty of Business Administration, new bachelor's programs in prairie studies, health studies and international studies and a new co-operative education program for Faculty of Arts students.

A common thread links program development and research: the University's determination to build on our strengths while addressing areas of particular relevance to the community we serve. Our talented University faculty have established reputations for leading research on greenhouse gas control, multidisciplinary approaches to health and social research, and collaborative research on sustainable community development through our Centre for Sustainable Communities, a major component of the Communities of Tomorrow partnership. Our faculty member's insights are attracting national and international attention, as well as increasing research dollars.

The University also continues to enhance accessibility to our programs through increased funding for scholarships, new programs and funding for aboriginal and international students, and a growing Weekend University and Summer University calendar offering.

I have watched the momentum build at the University. I believe it is something we should nurture because as *Building on Progress* illustrates, the achievements of 2004-05 are the results of years of planning, activity and determined teamwork across all faculties and administrative units. This will continue to be the driving force behind our University's remarkable development.

A handwritten signature in cursive script, reading "Arthur Wakabayashi".

Arthur Wakabayashi, CM  
Chancellor

**T**he University of Regina is maturing into an exceptional institution that is increasingly known for dynamic research and innovative academic programming.

We have experienced growth on an unprecedented scale. We have more than tripled research revenue and doubled the physical size of our campus in the past eight years. We have more students taking more programs and accessing more scholarships than ever before.

Looking back at where we began and where we are today, I can honestly say that I was naïve – I didn't realize how good it could be. Through the contributions of faculty, staff, students, alumni, our government and corporate partners, and our many friends throughout the community, the dreams I had when I became president have been far exceeded. Everywhere you go on campus there is a sense of affirmation, a sense of possibility. There is also a huge desire to achieve even more, as demonstrated by the success of the Building Dreams and Futures fundraising campaign or the outpouring of support for the 2005 Canada Summer Games.

It would be easy to point to these indicators as evidence of success during my time as president when, in fact, leading this University is a team effort. I have enjoyed my role in strengthening the University's network of relationships with the wider community, but many people have contributed to our successes and it has also been my great privilege to work with them.

My term as president has been a life-changing experience – exciting, engaging, humbling. To the students, staff, faculty, Board and Senate, as well as those outside the University community whose involvement and interest has strengthened our vision, it has been a privilege to work with you.



David T. Barnard  
President and Vice-Chancellor



## MESSAGE FROM THE PRESIDENT

### AIM 1

Continue to lead in the provision of high quality education

*New programs, new ideas, new directions – the provision of high quality education at the University of Regina continued to build on our strengths in 2004-05.*

#### MEASURE

Results from the National Survey of Student Engagement (NSSE).

#### MULTI-YEAR TARGET

Results better than NSSE Canadian norm.

#### 2004-05 TARGET

Progress on eliminating any adverse gap.

#### RESULTS

In 2004, the University of Regina became one of 11 Canadian universities to participate in the second NSSE done in Canada. NSSE is used by U.S. colleges and universities to assess the quality of their educational practices and guide their improvement efforts. A total of 851 University of Regina students completed the online survey. Data are now being processed and results will be available in fall 2005.

#### MEASURE

Results of student satisfaction surveys.

#### MULTI-YEAR TARGET

Satisfaction with the University and its programs better than Canadian Undergraduate Survey Consortium (CUSC) norm.

#### 2004-05 TARGETS

Maintain institutional satisfaction above norm; identify and close any gaps at the program level.

#### RESULTS

The Canadian University Survey Consortium (CUSC) explores the satisfaction level of undergraduate students with various aspects of the university experience. According to 2005 CUSC results, 90 per cent of University of Regina students were satisfied with their decision to attend the University, compared to 87 per cent of students at all participating mid-sized universities; 86 per cent of University of Regina students were satisfied with the quality of teaching compared to 81 per cent of students at all mid-sized universities.

## PEOPLE-DRIVEN

New initiatives implemented in 2004-05 highlight the University's people-driven approach to high quality education. The new Arts Co-operative Education Program builds on the University of Regina's well-established leadership in the delivery of excellent co-operative education. The pilot of an Aboriginal Arts Co-operative Education Program launched earlier in the year and administered in partnership with First Nations University of Canada is one of the first of its kind in the country.

Exciting developments in other areas include the new Graduate School in Public Policy, a major addition to the University of Regina. New master's programs in justice and police studies are unique in Canada. Reorganization of the Faculty of Business Administration included the creation of the new Kenneth Levene Graduate School of Business, while a graduate program in gerontology brings together the faculties of Arts, Social Work, and Kinesiology and Health Studies to build expertise on aging.

Summer University grew dramatically, jumping from 34 course offerings in 2004 to over 200 in 2005. The growth is a direct response to increasing student demand for year-round programming at the University of Regina.

## AIM 2

**Grow and sustain a balanced research culture**

*The University of Regina continued to enjoy gains in research revenue in 2004-05, an indication of our growing reputation for cutting-edge research in key areas – energy, environment and health.*

### MEASURE

Research funding by source.

### MULTI-YEAR/ 2004-05 TARGET

Exceed national rates of growth.

### RESULTS

The University of Regina has met the target, as measured by the annual change in the three-year moving average of funding from

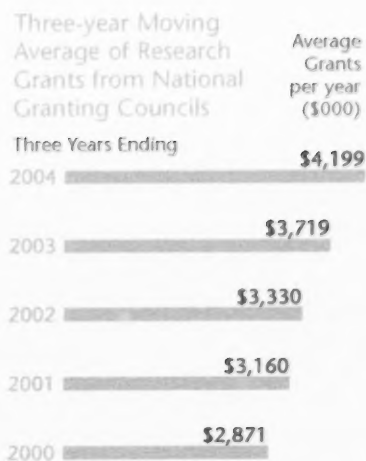
granting councils as used in the Canada Research Chairs and Indirect Costs of Research programs. From 2001-04, University of Regina funding grew 12.9 per cent compared to 11.7 per cent nationally. This performance improved on the 2000-03 outcome in which University of Regina funding grew 11.7 per cent compared to 12.1 per cent nationally.



Summer programs like the full-credit Residential Experience are giving students like Lisa Price a better quality education. As part of the program, they are full-time faculty of education students attend a five-day intensive to help them better understand the impact of their learning of first Nations and Inuit studies. The experience helps education students acquire knowledge, skills and understanding within a classroom setting.

*"How do we define high quality education? It is a mix of what we provide plus what the students themselves bring."*

— Kathy Heinrich, Vice-President (Academic)



#### MEASURE

Growth in graduate student numbers.

#### MULTI-YEAR TARGET

Graduate students at 15 per cent of total enrolment.

#### 2004-05 TARGET

Increase by one percentage point per year.

#### RESULTS

The graduate student population rose to 10.4 per cent of total fall enrolments in 2004-05 from 9.7 per cent in 2003-04. This is a substantial gain, though short of the annual target.

Graduate Students:  
Fall Semester, Full-time  
and Part-time



*"The University of Regina has an opportunity to do research based on our strengths and the capacity to do research relevant to our region."*

— Allan Cahoon, Vice-President  
(Research and International)

#### MEASURE

Number of grants from federal granting councils per 100 eligible faculty members.

#### MULTI-YEAR TARGET

Increase to the median for Canadian comprehensive universities (Maclean's grouping).

#### 2004-05 TARGET

Eliminate one-fifth of the 2003-04 gap.

#### RESULTS

Substantial progress has been made in closing the gap to the national median. The University of Regina's Social Sciences and Humanities Research Council (SSHRC) grants were at 92 per cent of the median in 2003-04, a major increase from 75 per cent in 2002-03 and 45 per cent in 1999-2000. Numbers are similar for Natural Sciences and Engineering Research Council (NSERC) and Canadian

Institutes of Health Research (CIHR) grants: University of Regina was at 83 per cent of the median in 2003-04 compared to 76 per cent in 2002-03 and 67 per cent in 1999-2000.



Department of Sociology and Social Studies faculty member David Hogg and a team of researchers are studying the effects of climate change on the Great Lakes Basin in China, a region strikingly similar to the Saskatchewan River Basin. David Hogg is a professor in the Department of Sociology and Social Studies. He is also a member of the University of Regina's Social Sciences and Humanities Research Council (SSHRC). The team is studying the effects of climate change on the Great Lakes Basin in China, a region strikingly similar to the Saskatchewan River Basin. The team is studying the effects of climate change on the Great Lakes Basin in China, a region strikingly similar to the Saskatchewan River Basin.

## RESEARCH IS CONTAGIOUS

Fundamental building blocks underlie the University's continued outstanding success in growing research revenues. We have the ability to build on our strengths, particularly in energy, environment and health. The University of Regina demonstrated this by hosting the 2004 International Conference on Greenhouse Gas Control Technologies in Vancouver. It was the largest conference of its kind in the world and our involvement helped solidify the University of Regina's reputation as a global leader in greenhouse gas control technologies.

The University is also known for an interdisciplinary team-based approach to research. The newly established Centre for Studies in Energy and Environment uses a cross-disciplinary approach to examine both sides of the energy equation – the effects of energy production and use on climate change and the challenge of meeting emissions reduction targets in the energy sector. The Centre canadien de recherche sur les francophonies en milieu minoritaire brings together researchers from various disciplines to study the experience of francophone communities in minority settings.

In 2004-05, the University's research foundation was further strengthened by the creation of the Prairie Particle Physics Institute (P3I), a new state-of-the-art geomatics lab, and by the appointment of our sixth Canada Research Chair (CRC) – education professor Carol Schick, awarded a Tier 2 Chair in social justice and aboriginal education.

### AIM 3

Contribute our expertise to the life and progress of the community

*"I take a great deal of satisfaction in seeing the many ways the University serves the wider community of Regina and Saskatchewan."*

— David F. Barnard, President and Vice-Chancellor

#### MEASURE

High-impact engagement.

#### MULTI-YEAR/2004-05 TARGET

Three demonstrated examples per year.

#### RESULTS

The Saskatchewan Institute of Health Leadership, the CO<sub>2</sub> Capture project, and the University of Regina's involvement in Social Work Week – these three examples illustrate our contribution to the life and progress of the community.

The Saskatchewan Institute of Health Leadership program, an initiative of the Centre for Continuing Education, brings together health professionals from all levels and disciplines to create a leadership community that promotes, supports and sustains good health.

The successful completion of phase one of the International Test Centre for CO<sub>2</sub> Capture enables the University of Regina to play a leading role in national and international greenhouse gas research, technology development and pre-commercial demonstration of CO<sub>2</sub> capture technologies.

During Social Work Week across Canada, the University of Regina staged events in the five communities where we offer social work classes: Regina, Saskatoon, Prince Albert, Whitehorse, Yukon and Fort Smith, N.W.T. The far-flung locations illustrate our recognized expertise in the field.



Research director Jim Collins leads the Centre for Sustainable Communities, a group of faculty, staff and researchers studying ways to build more sustainable cities and healthier communities. The centre is involved in a host of sustainable development projects including studying the effects of postcard size, community relocation and more to reduce carbon.

### BEYOND THE CLASSROOM

The University contributes to our community at many levels. The Saskatchewan Institute of Public Policy and Coffee House Controversies engage the public in lectures and discussion on a range of issues. The University of Regina Alumni Association shines a spotlight on individual contributions to community, such as those of faculty member Mary Cronin, who received the Award for Excellence in Public Service for her volunteer work with the Regina Early Learning Centre.



#### AIM 4

Expand and diversify the student body

*The University of Regina is part of a global community. The more diverse our student body, the more we are able to prepare our students to understand their place in the global context.*

#### ■ MEASURE

Enrolment statistics.

#### ► MULTI-YEAR TARGETS

Maintain Canadian non-aboriginal undergraduate enrolments; increase international students to 10 per cent of the student body; increase aboriginal students to 20 per cent of the student body.

#### ► 2004-05 TARGETS

Maintain previous year's level of Canadian non-aboriginal undergraduate enrolments; eliminate one-fifth of the 2003-04 gap in international student enrolments; eliminate one-fifth of the 2003-04 gap in aboriginal student enrolments.

#### ● RESULTS

Total undergraduate enrolment in the fall of 2004 was up 0.3 per cent over 2003. The percentage of international students rose to 7.2 per cent (2004) from six per cent (fall 2003), exceeding the annual target which was a 0.8 per cent increase. Aboriginal students made up an estimated 12.4 per cent of the total student body in the fall of 2004.

New Faculty Building at U of Regina



OPPORTUNITIES

## OPENING DOORS...AND MINDS

Ensuring that aboriginal students see themselves reflected in the University of Regina means more aboriginal staff, faculty and students. The creation of the CIC Aboriginal Bursary program in 2004-05 was a major step toward our target. The program, a joint effort of the University of Regina and First Nations University of Canada, is being funded over five years by a \$2 million donation from the Crown Investments Corporation (CIC).

Global diversity is increasingly evident at our institution. At any given time, there are more than 800 international students representing 56 countries on campus. They are here in large part because of a worldwide network of partnerships nurtured over the years by units like the University's Office of International Cooperation and Development and Centre for International Education and Training.

To showcase the University's role in the global community, a series of accountability ads in 2004-05 told the stories of international students at the University of Regina. From Susanne Schweigel, an education student from Germany, to Erika Martinez-Ramirez, an industrial engineering graduate student from Mexico, their stories provide insight into the University of Regina's growing reputation in the rest of the world.

*"Diversity is not far away. It exists right here in the aboriginal community."*

— Ron Byrne, Associate Vice-President (Student Affairs)

## AIM 5

### Provide superior student experience

*We're a university of the possible.  
We're here to help students achieve  
their dreams.*

#### MEASURE

Results of student satisfaction surveys.

#### MULTI-YEAR TARGET

Satisfaction with services greater than the CUSC norm.

#### 2004-05 TARGET

Maintain superior performance.

#### RESULTS

2005 CUSC survey results exceed the target. In an index of undergraduate student satisfaction with services and facilities, the University of Regina's score was 79 (up from 75 in 2002) compared to 73 at other mid-size Canadian universities.



Erika Martinez-Ramirez is an industrial engineering graduate student from Mexico, working toward a PhD. Martinez-Ramirez likes the growing number of international students who study at the University of Regina because of the benefits of studying in a diverse country, the opportunity to learn about a different culture, and the University's excellent program offerings.

#### MEASURE

Retention rate from full-time year one to year two.

#### MULTI-YEAR TARGET

Increase to the median of Maclean's national ranking.

#### 2004-05 TARGET

Two per cent improvement per year.

#### RESULTS

Improvement was just short of the annual target. The University of Regina retention rate for 2003-04 was 77.6 per cent, up from 75.9 per cent in 2002-03. The 2003-04 retention rate was 89 per cent of the median, up slightly from 88 per cent in 2002-03.

# CANADIAN UNDERGRADUATE SURVEY CONSORTIUM (CUSC) COMPARISON OF STUDENT SERVICE SATISFACTION

Per cent very satisfied or satisfied

|                          | 2005   |                        | 2002   |                        |
|--------------------------|--------|------------------------|--------|------------------------|
|                          | U of R | Mid-Sized Universities | U of R | Mid-Sized Universities |
| Library                  | 81     | 82                     | 84     | 85                     |
| Access to computers      | 87     | 83                     | 79     | 77                     |
| Instructional facilities | 86     | 78                     | 81     | 73                     |
| Class size               | 94     | 87                     | 94     | 85                     |
| Athletic/rec facilities  | 92     | 81                     | 73     | 76                     |
| Book store               | 66     | 66                     | 62     | 69                     |
| Social activities        | 86     | 79                     | 87     | 81                     |
| Food services            | 84     | 59                     | 83     | 60                     |
| Parking                  | 35     | 38                     | 30     | 29                     |
| Average, all services    | 79     | 73                     | 75     | 71                     |

## SUPPORTING STUDENT SUCCESS

The University made exciting progress in enhancing the student experience in 2004-05. The opening of the \$38 million 12-storey residence buildings tripled our capacity to accommodate students living on campus, creating a more vibrant campus community. The new \$32 million Centre for Kinesiology, Health and Sport (CKHS) quickly became a popular facility for students, staff and faculty. The CKHS features a three-court gymnasium capable of seating 2,000 spectators, an elevated four-lane running track, lecture and classroom facilities, teaching and research laboratories and an expanded Allied Health Centre.

Other enhancements focused on services. The International Student Success Office was revitalized to meet the needs of all international students, both foreign students coming here to study and University of Regina students going abroad to study. The University's entrance program was changed to allow direct entry for adult learners and home-schooled students to the Faculties of Arts, Fine Arts and Social Work. This change enabled qualified students without a high school diploma to apply for student financial assistance. Improvements to the course request system were implemented to help eliminate wait lists for classes and ensure no qualified student is turned away from a course. With the advent of online registration scheduled for 2005-06, the University of Regina is moving forward on a key student demand.

Judy Amundsen, Residence Services and Communities Services manager, is just one of the many University staff members working to give students an unforgettable educational experience. Amundsen and her staff played an integral role in the completion of the new student residence buildings that have attracted hundreds of student residents and invigorated campus life.



## AIM 6

Attract, encourage and develop exemplary faculty and staff

*It's a truism that good teachers lead to good students. In 2004-05, the University took steps to enhance our ability to recruit and retain talented faculty and staff.*

### MEASURE

Results of faculty and staff satisfaction surveys; faculty and staff retention.

### MULTI-YEAR/2004-05 TARGET

To be determined.

### RESULTS

The first University of Regina faculty and staff survey is planned for 2005-06. A methodology will be developed to track faculty and staff retention.

## BUILDING STRENGTH FROM WITHIN

In response to the University's continued strong pace of growth, and in line with the University's long-standing practice of reviewing academic units, Human Resources was the fourth administrative unit to undergo an external review. The result was a major reorganization completed in 2004-05. The revitalized department brings improved functionality and accountability. It also enhances support for recruitment and retention strategies, leadership development, organizational development and succession planning, and integrates contemporary human resources strategies in an effort to make the University of Regina a preferred place to work.

A genuine interest in people is at the heart of the University's retention strategies. Awards that recognize the value of the achievements of faculty and staff are one way of expressing this interest. In 2004-05, the President's Scholars program recognized two outstanding faculty, Howard Hamilton from the Department of Computer Science and Christine Chan of the Faculty of Engineering. Long-time staff member Karen Shepherd won the 2004 Award for Excellence in Administrative and Support Services.



An institution that rewards excellence attracts excellence. Long-Bowditch, a member of the Faculty of Engineering, and Jeffrey Kildusky, a former U of R master's student, were the 2004 recipients of the Award of Excellence. This award celebrates and promotes the effort of consultants involved in collaboration.

*"The re-organization of Human Resources gives us a strategic focus that will work to the University's advantage in the recruitment and retention of faculty and staff in an increasingly competitive employment market."*

— Jim Tomkins, Vice-President  
(Administration)



Armed with information gathered from a 2004 alumni survey, Alumni Relations Manager Chrissy Ross and her staff along with the University of Regina Alumni Association are working to provide more services and programs to those who have graduated from the University of Regina.

## AIM 7

### Enhance alumni commitment

*"We're looking for champions, for alumni who will not only be inspired to donate but who will generate goodwill and be our ambassadors in the world."*

Barb Pollock, Vice-President (External Relations)

#### 4 MEASURE

Percentage of alumni who give to the University.

#### ► MULTI-YEAR/2004-05 TARGET

To be determined.

#### ● RESULTS

The percentage is unchanged at 4.3 per cent (2003-04 and 2002-03). The number of contributors has kept pace with growth in alumni numbers.

## INSPIRING PRIDE

In 2004-05, the University of Regina completed a survey of Saskatchewan alumni and a best practices review of other universities. Feedback was encouraging: 96 per cent of University of Regina respondents are proud of their degrees and 94 per cent would recommend the University of Regina to friends and relatives. But we also found that only 66 per cent feel connected after they leave the University. We discovered that alumni are interested in life-long learning – in professional and personal development seminars, cultural events, and guest speakers. Armed with new information, the University is preparing a re-energized alumni services program for 2005-06.

The University of Regina continued to reach out to alumni. The 2004 Distinguished Alumni Awards honoured Charlie Baldock, BAdmin'74, who has contributed greatly to the University's growth, and Linda Rankin, BA'68, who founded the breakthrough Women's Television Network in Canada as well as the world's first all-environment television channel WETV. In 2004, an old friend of the University, Garth Fredrickson, BA'79, a member of the Board of Governors since 2002, was elected chair of the Board.

## AIM 8

### Improve on the use of management information

*The new performance measurement framework and reporting format address several recommendations made in the Provincial Auditor's Report.*

#### ■ MEASURE

Application of management information.

#### ■ MULTI-YEAR/2004-05 TARGET

Three demonstrated examples per year.

#### ● RESULTS

Of the three 2004-05 examples, it is the performance measurement framework that has the most far-reaching consequences. The framework affects every faculty and every department. It simplifies our performance reporting and enhances our accountability by allowing us to demonstrate whether we are on track to meet specific targets. It was developed in response to the Provincial Auditor's recommendation that the University include indicators in our operational reporting to measure progress in achieving targets.

The installation of Beyond 20/20 software enhances reporting and allows non-technical users to quickly access and view data from different perspectives. The software was acquired in 2004-05 and proved its value in reporting enrolment statistics.

Thanks to the new document imaging software called NoliJ (pronounced "knowledge"), authorized employees from across the campus may search electronically for invoices by document number, purchase order number, vendor invoice number, cheque number or vendor identification number. The system reduces the amount of time it takes to get copies of invoices, it reduces the amount of filing and paper storage at the University, and improves access to information.



## RESOURCES

### AIM 9

#### Apply resources well

*Three recent University projects – the student residence buildings, the Centre for Kinesiology, Health and Sport (CKHS), and the artificial grass field – were completed at costs unmatched in the public sector.*

#### MEASURE

Comparison of operating expenditures to Canadian Association of University Business Officers (CAUBO) norms.

#### MULTI-YEAR TARGET

Close fit to regression lines on expenditures per full-time student and various categories of expenditure across the nation. (This measure compares University of Regina spending to that of other institutions when differences in numbers of students and total expenditures are taken into consideration.)

#### 2004-05 TARGET

Maintain or improve closeness of fit.

#### RESULTS

Figures from 2002-03 (the most recent available) show that the University of Regina's total operating spending/student and instructional and administrative expenditures were four to six per cent below national norms; library, computing and plant operations expenditures were five to nine per cent above the norms. The differences are not statistically significant.

## THINKING INSIDE THE BOX

The University of Regina campus has doubled in size since 1997; the opening in 2004 of the new student residences and CKHS alone added 36 per cent more space. You would expect utility costs to increase in the same proportion but, in fact, electricity costs were only up five per cent and heating costs up 11 per cent. It's a huge success story, one we attribute to good design and good planning.

Good design and good planning also enabled the University to realize outstanding value for our construction dollars. Both the residence and CKHS projects were completed on time, on budget and at construction costs per square metre significantly lower than comparable projects. The exceptional value delivered on the CKHS project led to profiles in *Award Magazine* and *Canadian Property Manager*, the first time a Saskatchewan project has been featured in these national publications.

These kinds of efforts led to the University being awarded the National Second Prize in the 2005 Quality and Productivity Awards sponsored by the Canadian Association of University Business Officers. The University's award-winning submission, titled "Partnering to Project Success", described the University of Regina's strategy for delivering large, complex capital projects involving multiple internal and external stakeholders in a very cost-effective manner.

Another demonstration of applying resources well was the decision to negotiate a \$16.9 million loan to finance long-term capital projects, mostly utility upgrades. Using a financial instrument called an interest rate swap, the University borrowed \$1.8 million at 4.9 per cent for 15 years and \$15.1 million at 5.26 per cent for 20 years. The interest rate swap locked in low rates for the entire term of the loan, providing the University with low-cost financing and stable repayment terms. The loan helped fund much-needed utility upgrades, including completion of the Emergency Energy Centre. As part of our commitment to sustainability, the University initiated a Campus Energy Audit in 2004-05 to look for even more ways to reduce energy and water consumption and improve campus infrastructure.



Through careful planning, efficient construction and energy conservation practices, Regent built more than 100,000 sq. ft. of new space. The University is now saving \$1 million annually in energy costs, and the University of Regina has saved millions of dollars.

*"Construction costs of \$1,100 per square metre are currently unheard of in the industry. The actual construction costs of the new residence and CKHS were less than \$1,100 per square metre."*

— Dave Button,  
Associate Vice-President  
(Facilities and Planning)



Through careful planning, efficient construction and energy conservation practices, Regent built more than 100,000 sq. ft. of new space. The University is now saving \$1 million annually in energy costs, and the University of Regina has saved millions of dollars.

## AIM 10

## Strengthen sustainability

*The \$75 million Building Dreams and Futures campaign will help the University of Regina inspire future leaders in economic, artistic, cultural, scientific and social development.*

## MEASURE

Percentage of operating revenue from sources other than the provincial operating grant and Saskatchewan students' fees.

## MULTI-YEAR TARGET

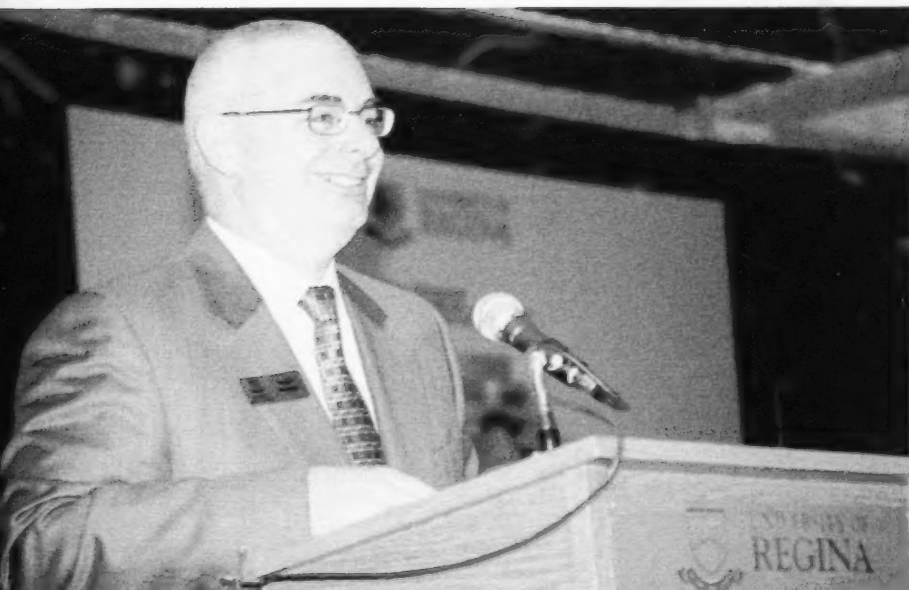
Increase to 20 per cent.

## 2004-05 TARGET

Eliminate one-fifth of the 2003-04 gap.

## RESULTS

Target reached. In 2004-05 the percentage of operating revenue from other sources increased to 21.2 per cent from 18.8 per cent, thus eliminating the gap. Growth in external recoveries and international students were the main contributors.



President David Banister inspired launch of the public appeal of the Building Dreams and Futures campaign in September, 2006. The University of Regina's most ambitious fundraising effort is valued \$75 million to help the University, the province and Canada prosper as leaders in economic, artistic, cultural, scientific and social development.

University of Saskatchewan and Health Sciences Centre studies. The University is currently the site of research in research and rehabilitation and in people affecting road safety. Research research is being supported by the Centre Family Fellowship in Health Research. The University has received a \$300,000 donation to the Building Dreams and Futures campaign from the University of Saskatchewan.

#### MEASURE

Spending on renewal and adaptation of physical plant.

#### MULTI-YEAR TARGET

Five-year average at 1.3 per cent of plant replacement value per annum.

#### 2004-05 TARGET

1.3 per cent of plant replacement value.

#### RESULTS

2004-05 results fell short of the target, at 0.7 per cent, but improved on the 2003-04 figure of 0.59 per cent. Annual spending on renewal and adaptation increased by \$1.2 million (38 per cent) while new buildings increased total plant replacement value by 13 per cent.

#### MEASURE

Complete successful fundraising campaign and establish ongoing fundraising capacity.

#### MULTI-YEAR/ 2004-05 TARGET

As defined in Building Dreams and Futures documents and plans.

#### RESULTS

As of April 30, 2005, the Building Dreams and Futures campaign had reached 76.7 per cent of the \$75 million target.



## BUILDING DREAMS AND FUTURES

The traditional sources of funding on which the University has relied for so many years – tuition and the public purse – can no longer keep pace with the needs of a growing university. In response, the University developed an ambitious fundraising strategy. We are raising \$75 million to fund growth and development in five priority areas:

- ▶ The Centre for Kinesiology, Health and Sport: This state-of-the-art facility improves access for researchers, faculty, students and the community, while also serving as the signature facility of the 2005 Canada Summer Games.
- ▶ 2005 Canada Summer Games: Our partnership in hosting Canada's finest young athletes is a highlight for the University and for Saskatchewan's centennial celebrations.
- ▶ Student Support: Our scholarship and bursary funding has more than tripled from \$1.6 million in 1991 to \$6.1 million in 2004. Campaign gifts will sustain the upward trend, providing our talented, creative, committed students with more educational opportunities.
- ▶ Research Support: Supporting research growth with facilities, human resources and funding will help the University attract scholars who will keep us on the forefront of research.
- ▶ Emerging Priorities: Gifts to fund emerging priorities will enable the University to respond to innovative ideas and changing needs.

In September 2004, the University officially launched the public phase of the \$75 million Building Dreams and Futures campaign. At that point, over \$48 million had been raised. By April 30, 2005, phenomenal support from the community has pushed the total to over \$57.5 million.



## AIM 11

Enhance the University's recognition and esteem

*The University of Regina ranked sixth among the 11 comprehensive universities in its peer group in the 2004 Maclean's magazine ranking of universities, improving our ranking in both research and the attraction of international students.*

### ■ MEASURE

Results of surveys of provincial population.

### ► MULTI-YEAR/2004-05 TARGET

To be determined.

### ● RESULTS

Results of three successive commissioned surveys of public opinion in Saskatchewan show a significant improvement in the public attitude toward the University of Regina. An index of the University of Regina's reputational scores was 90 per cent in 2004, up from 82 per cent in 2000 and 1998. The index combines evaluations of 10 aspects of university attributes and outcomes, and compares the University of Regina's scores to those of an "ideal" university.

## WE'VE COME A LONG WAY

In 2004-05, the University continued to build on its reputation as a dynamic institution pursuing groundbreaking research and providing high quality education. A series of accountability ads in the province's daily newspapers helped put a face on the University's achievements. One ad introduced Alain Perron, a member of the music department who has been commissioned to produce work for symphonies and ensembles across Canada and had his work performed on stage in Europe and Asia.

To reinforce the ads, four accountability outreach events were organized around the province. Business, civic and educational leaders were invited to share in the extraordinary growth and achievements of University of Regina staff, faculty and students, and to learn how the University is contributing to the economic, social and cultural life of the province.

In another demonstration of our growing presence on the national and international stage, the University conferred an honorary doctor of laws degree on Her Royal Highness The Princess Royal during a special convocation ceremony in June 2004. The degree recognizes The Princess Royal's strong commitment to charitable work around the world and is the first such degree conferred on a member of the Royal Family by a Saskatchewan university.



President David Steward speaks with a woman during a March 2005 outreach event in Regina. Steward was one of a series of individuals who introduced the University's commitment to accountability.

## AIM 12

### Demonstrate responsible management and governance

*The new performance measurement framework was front and centre at the University of Regina in 2004-05, providing a sense of focus and enhancing decision-making and public accountability.*

#### MEASURE

Compliance with adapted TSX corporate governance guidelines.

#### MULTI-YEAR/ 2004-05 TARGET

Full compliance.

#### RESULTS

The University of Regina achieved its target of full compliance with adapted TSX corporate governance guidelines in 2004-05. The guidelines evolved from a study of Canadian corporate governance sponsored by the Toronto Stock Exchange (TSX) in 1994. This led to 14 recommendations being adopted as Best Practices Guidelines for Effective Corporate Governance. Known as the TSX guidelines, they have become widely accepted in business and university communities.



Helping to keep the campus safe is April O'Quinn, a University of Regina student and the coordinator of the Walk Alone program. Walk Alone is a free Campus Security service that offers staff and students a safe walk to their car or to anywhere on campus. Administrative services like Campus Security are a key ingredient to delivering successful academic programs at the University of Regina.

#### 4 MEASURE

##### Audit Report.

#### ► MULTI-YEAR/ 2004-05 TARGET

##### Unqualified audit report.

#### ● RESULTS

For 2004-05 the Auditor's Financial Statement opinion was unqualified; the Internal Control opinion and the Legislative Compliance opinion were qualified.

### ACCOUNTABILITY

Compliance with the TSX guidelines fits neatly with the University's new performance measurement framework in *Building on Progress: The Plan for 2004-2009*. The plan improves our decision-making and public accountability by focusing on outcomes and providing quantified measures and targets. While no single set of measures can fully gauge performance and progress with respect to all of the University's goals, the measures selected do act as indicators of the wider range of achievements.

Another area in which the University is demonstrating responsible management and governance is Enterprise-wide Risk Management (ERM). This tool helps anticipate problems and mitigate their impact – or ensure they never develop. Working with KPMG LLP, the University of Regina began an ERM study to identify and understand key strategic risks in areas such as student enrolment, faculty and staff recruitment, and revenue sources. The University of Regina has taken action to address every significant risk and is involved in ongoing risk management to ensure continued growth and success at the institution.

A new capital projects approval process is streamlining decision-making and reporting by categorizing all projects under consideration according to status and providing the Board of Governors with a regularly updated list. The Board must approve a move from one category (such as "in planning") to another (such as "funding in place"). In another development, the University administration is now providing the Board with more frequent fund monitoring reports during the fiscal year. Both processes are designed to enhance timely reporting and eliminate unexpected year-end expenses.

The University has conducted academic reviews for many years. In recent years we have expanded the process to administrative units to help ensure excellence in all aspects of the University. The process continued in 2004-05 with the Human Resources review and subsequent re-organization and the review of External Relations. This brings the total number of administrative units reviewed in recent years to four – another is scheduled for the fall of 2005.

## AIM 13

Build and maintain beneficial partnerships and relationships

*The University's connection to the wider community is palpable. Our growth is nurtured by the community and we nurture the growth and development of the city, the province and the world.*

### MEASURE

Partners' satisfaction; number of partnerships.

### MULTI-YEAR/ 2004-05 TARGET

To be determined.

### RESULTS

Methodology and targets to be determined in 2005-06.

The University of Regina is extending its reach across the province through educational partnerships like that of the Centre for Continuing Education and Southern Regina College (see K166). The college's separate institution is helping to bring University of Regina courses to students in places like libraries and libraries in Indian reserves' southern campus.



Prime Minister Paul Martin and Minister of Natural Resources Canada, Ralph Goodale, made a campus visit to learn more about the University's energy and environment research. Kenneth Kothari (center), a member of the faculty of Engineering, presented the tour. The visit led to discussions about ways University of Regina researchers can help the government meet its commitment to reducing greenhouse gases.

## BUILDING FROM OUR ROOTS

Relationships continued to provide a strong foundation for growth in 2004-05. The University maintained excellent and open relationships with the municipal, provincial and federal governments. We hosted a meeting of the provincial cabinet on campus and welcomed Prime Minister Paul Martin to the Petroleum Technology Research Centre and International Test Centre for CO<sub>2</sub> Capture. Members of the President's Executive Team devoted time and energy in maintaining regular communications with both elected and administrative members of government.

Our strong relationship with the City of Regina has led to some remarkable partnering. In 2004-05, we established the Centre for Sustainable Communities as part of our involvement in Communities of Tomorrow. The Centre supports research on urban sustainability using the city of Regina as a living lab.

Relationships with federated colleges on the University of Regina campus also continue to be strong. The new Infrastructure Service Agreement between the University, Luther College and Campion College recognizes that we contribute to each others' success. The new agreement addresses the important role the University of Regina plays in the provision of services to the colleges and their students and ensures that funding arrangements fairly reflect the contributions of all parties.

## MANAGEMENT RESPONSIBILITY

**For the Year Ended April 30, 2005**

Management of the University of Regina is responsible for the integrity of the financial data reported for the University and for determining the nature and extent of the information reflected in the summarized financial statements. The following summarized financial statements have been derived from the complete audited financial statements prepared in accordance with generally accepted accounting principles as set out by the Canadian Institute of Chartered Accountants (CICA), which have been consistently applied.



Dr. David T. Barnard  
President



Kathryn E. Laurin  
Acting Vice-President (Administration)

Date: July 14, 2005

## AUDITOR'S REPORT ON SUMMARIZED FINANCIAL STATEMENTS

**For the Year Ended April 30, 2005**

To the Members of the Legislative Assembly of Saskatchewan

The accompanying summarized statement of financial position and statements of operations and changes in fund balances and cash flows are derived from the complete financial statements of the University of Regina as at April 30, 2005 and for the year then ended on which I expressed an opinion without reservation in my report dated July 14, 2005. The fair summarization of the complete financial statements is the responsibility of management. My responsibility, in accordance with the applicable Assurance Guideline of The Canadian Institute of Chartered Accountants, is to report on the summarized financial statements.

In my opinion, the accompanying financial statements fairly summarize, in all material respects, the related complete financial statements in accordance with the criteria described in the Guideline referred to above.

These summarized financial statements do not contain all the disclosures required by Canadian generally accepted accounting principles. Readers are cautioned that these statements may not be appropriate for their purposes. For more information on the entity's financial position, results of operations and cash flows, reference should be made to the related complete financial statements.



Regina, Saskatchewan  
July 14, 2005

Fred Wendel, CMA, CA  
Provincial Auditor

# SUMMARIZED STATEMENT OF FINANCIAL POSITION

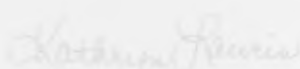
As at April 30, 2005  
(in thousands of dollars)

|                                                   | General     | Restricted | Endowment | Total      | Total 2004<br>(restated-Note 2) |
|---------------------------------------------------|-------------|------------|-----------|------------|---------------------------------|
| <b>Current Assets</b>                             |             |            |           |            |                                 |
| Cash                                              | \$ (19,655) | \$ 18,039  | \$ -      | \$ (1,616) | \$ 4,691                        |
| Accounts receivable                               | 5,640       | 15,558     | 1         | 21,199     | 20,150                          |
| Inventories                                       | 2,793       | -          | -         | 2,793      | 2,276                           |
| Prepaid expenses                                  | 454         | 54         | -         | 508        | 1,129                           |
| Short-term investments                            | 20,108      | 33,000     | -         | 53,108     | -                               |
|                                                   | 9,340       | 66,651     | 1         | 75,992     | 28,246                          |
| <b>Long-Term Assets</b>                           |             |            |           |            |                                 |
| Long-term investments                             | -           | 8,506      | 18,072    | 26,578     | 24,850                          |
| Long-term loan receivable                         | -           | 1,300      | -         | 1,300      | 1,269                           |
| Accrued pension benefit asset                     | 15,213      | -          | -         | 15,213     | 31,938                          |
| Capital assets                                    | -           | 184,046    | -         | 184,046    | 171,009                         |
|                                                   | 15,213      | 193,852    | 18,072    | 227,137    | 229,066                         |
|                                                   | \$ 24,553   | \$ 260,503 | \$ 18,073 | \$ 303,129 | \$ 257,312                      |
| <b>Current Liabilities</b>                        |             |            |           |            |                                 |
| Accounts payable and other<br>accrued liabilities | \$ 10,011   | \$ 1,046   | \$ 1      | \$ 11,058  | \$ 10,561                       |
| Deferred income                                   | 2,553       | -          | -         | 2,553      | 898                             |
| Current portion of long-term debt                 | -           | 1,571      | -         | 1,571      | 644                             |
|                                                   | 12,564      | 2,617      | 1         | 15,182     | 12,103                          |
| <b>Long-Term Liabilities</b>                      |             |            |           |            |                                 |
| Long-term debt                                    | -           | 60,445     | -         | 60,445     | 37,321                          |
| Due to (from) other funds                         | (68)        | 68         | -         | -          | -                               |
| Accrual for employee future benefits              | 1,423       | -          | -         | 1,423      | 798                             |
|                                                   | 1,355       | 60,513     | -         | 61,868     | 38,119                          |
| <b>Fund Balances</b>                              |             |            |           |            |                                 |
| Externally restricted funds                       | -           | 34,674     | 18,072    | 52,746     | 49,424                          |
| Internally restricted funds                       | 18,433      | 3,402      | -         | 21,835     | 40,559                          |
| Invested in capital assets                        | -           | 159,297    | -         | 159,297    | 124,618                         |
| Unrestricted funds                                | (7,799)     | -          | -         | (7,799)    | (7,511)                         |
|                                                   | 10,634      | 197,373    | 18,072    | 226,079    | 207,090                         |
|                                                   | \$ 24,553   | \$ 260,503 | \$ 18,073 | \$ 303,129 | \$ 257,312                      |

Approved by the Board of Governors



Garth Fredrickson  
Chair, Board of Governors



Kathryn E. Laurin  
Acting Vice-President (Administration)

# SUMMARIZED STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES

For the Year Ended April 30, 2005  
(in thousands of dollars)

|                                                      | General          | Restricted        | Endowment        | Total             | Total 2004<br>(restated-Note 2) |
|------------------------------------------------------|------------------|-------------------|------------------|-------------------|---------------------------------|
| <b>Revenues</b>                                      |                  |                   |                  |                   |                                 |
| Grants and contracts                                 |                  |                   |                  |                   |                                 |
| Government of Canada                                 | \$ 1,862         | \$ 13,684         | \$ -             | \$ 15,546         | \$ 12,011                       |
| Government of Saskatchewan                           | 59,972           | 46,484            | -                | 106,456           | 75,806                          |
| Other                                                | 1,183            | 5,166             | -                | 6,349             | 6,988                           |
| Student fees                                         | 38,689           | 118               | -                | 38,807            | 36,681                          |
| Contributions, gifts, donations and bequests         | 1,232            | 4,157             | 140              | 5,529             | 10,462                          |
| Sales of services and products                       | 18,347           | 1,462             | -                | 19,809            | 15,837                          |
| Income from investments                              | 236              | 1,807             | 67               | 2,110             | 4,513                           |
| Miscellaneous income                                 | 1,920            | 822               | -                | 2,742             | 2,692                           |
| Income from operating leases                         | -                | 54                | -                | 54                | 505                             |
|                                                      | <u>123,441</u>   | <u>73,754</u>     | <u>207</u>       | <u>197,402</u>    | <u>165,495</u>                  |
| <b>Expenses</b>                                      |                  |                   |                  |                   |                                 |
| Salaries                                             |                  |                   |                  |                   |                                 |
| Academic                                             | 38,829           | 672               | -                | 39,501            | 38,369                          |
| Other                                                | 36,220           | 2,874             | -                | 39,094            | 36,305                          |
| Employee benefits                                    | 28,289           | 250               | -                | 28,539            | 17,462                          |
| Operational supplies and expenses                    | 6,891            | 2,528             | 1                | 9,420             | 9,425                           |
| Travel                                               | 3,038            | 1,559             | -                | 4,597             | 4,307                           |
| Cost of goods sold                                   | 5,928            | -                 | -                | 5,928             | 5,605                           |
| Equipment, rental,<br>maintenance & renovations      | 9,918            | 4,180             | -                | 14,098            | 8,590                           |
| Utilities                                            | 5,350            | 63                | -                | 5,413             | 5,150                           |
| Amortization of capital assets                       | 540              | 16,102            | -                | 16,642            | 15,545                          |
| (Gain) loss on disposal of capital assets            | 46               | 367               | -                | 413               | (3,474)                         |
| Scholarships, bursaries and prizes                   | 4,194            | 5,475             | 1                | 9,670             | 8,567                           |
| Interest                                             | 1,553            | 1,472             | -                | 3,025             | 538                             |
| Wascana Centre Authority levy                        | 553              | -                 | -                | 553               | 521                             |
| Bad debt expense                                     | 399              | 1,120             | 1                | 1,520             | 155                             |
|                                                      | <u>141,748</u>   | <u>36,662</u>     | <u>3</u>         | <u>178,413</u>    | <u>147,065</u>                  |
| Net revenues (expenses)                              | (18,307)         | 37,092            | 204              | 18,989            | 18,430                          |
| Interfund transfers                                  | (876)            | 544               | 332              | -                 | -                               |
| Net (decrease) increase<br>in fund balances for year | (19,183)         | 37,636            | 536              | 18,989            | 18,430                          |
| Fund balances, beginning of year                     | 29,817           | 159,737           | 17,536           | 207,090           | 188,660                         |
| Fund balances, end of year                           | <u>\$ 10,634</u> | <u>\$ 197,373</u> | <u>\$ 18,072</u> | <u>\$ 226,079</u> | <u>\$ 207,090</u>               |

# SUMMARIZED STATEMENT OF CASH FLOWS

For the Year Ended April 30, 2005  
(in thousands of dollars)

|                                                            | General     | Restricted | Endowment | Total      | Total 2004<br>(restated-Note 2) |
|------------------------------------------------------------|-------------|------------|-----------|------------|---------------------------------|
| <b>Operating Activities</b>                                |             |            |           |            |                                 |
| Net revenues (expenses)                                    | \$ (18,307) | \$ 37,092  | \$ 204    | \$ 18,989  | \$ 18,430                       |
| Add back items not affecting cash:                         |             |            |           |            |                                 |
| Amortization of capital assets                             | 540         | 16,102     | -         | 16,642     | 15,545                          |
| Unrealized gains on mutual funds                           | -           | (872)      | (40)      | (912)      | (3,418)                         |
| Loss (gain) on disposal of capital assets                  | 46          | 367        | -         | 413        | (3,474)                         |
| Donated shares                                             | -           | (315)      | -         | (315)      | -                               |
| Forgiveness of long-term debt                              | -           | -          | -         | -          | (200)                           |
| Decrease (increase) in non-cash working capital            | 2,076       | (866)      | 1         | 1,211      | (15,488)                        |
| Decrease in accrued pension benefit asset                  | 16,725      | -          | -         | 16,725     | 6,889                           |
| Increase in long-term accrual for employee future benefits | 625         | -          | -         | 625        | 283                             |
| Cash generated by operating activities                     | 1,705       | 51,508     | 165       | 53,378     | 18,567                          |
| <b>Investing Activities</b>                                |             |            |           |            |                                 |
| Purchases of investments                                   | (26,108)    | (36,124)   | (499)     | (62,731)   | (42,816)                        |
| Sales of investments                                       | 6,000       | 3,120      | 2         | 9,122      | 41,481                          |
| Purchases of capital assets:                               |             |            |           |            |                                 |
| Buildings                                                  | (718)       | (15,421)   | -         | (16,139)   | (52,350)                        |
| Site improvements                                          | -           | (3,407)    | -         | (3,407)    | (1,148)                         |
| Furnishings and equipment                                  | (1,780)     | (6,749)    | -         | (8,529)    | (6,666)                         |
| Software                                                   | (212)       | (208)      | -         | (420)      | (212)                           |
| Library resources                                          | (1,621)     | -          | -         | (1,621)    | (1,267)                         |
| Leasehold improvement                                      | -           | -          | -         | -          | -                               |
| Sale of capital assets:                                    |             |            |           |            |                                 |
| Buildings                                                  | -           | -          | -         | -          | 11,000                          |
| Furnishings                                                | 22          | 1          | -         | 23         | 39                              |
| Cash used in investing activities                          | (24,417)    | (58,788)   | (497)     | (83,702)   | (51,939)                        |
| <b>Financing Activities</b>                                |             |            |           |            |                                 |
| Issuance of long-term debt                                 | -           | 24,866     | -         | 24,866     | 28,805                          |
| Repayment of long-term debt                                | -           | (815)      | -         | (815)      | (225)                           |
| Increase in long-term loan receivable                      | -           | (135)      | -         | (135)      | (471)                           |
| Repayment of long-term loan receivable                     | -           | 101        | -         | 101        | 71                              |
| Issuance of internal loans                                 | 263         | (263)      | -         | -          | -                               |
| Repayment of demand loan                                   | -           | -          | -         | -          | (5,823)                         |
| Cash used in financing activities                          | 263         | 23,754     | -         | 24,017     | 22,357                          |
| Net change in cash                                         | (22,449)    | 16,474     | (332)     | (6,307)    | (11,015)                        |
| Interfund Adjustments                                      | 2,846       | (3,178)    | 332       | -          | -                               |
| Cash, beginning of year                                    | (52)        | 4,743      | -         | 4,691      | 15,706                          |
| Cash, end of year                                          | \$ (19,655) | \$ 18,039  | \$ -      | \$ (1,616) | \$ 4,691                        |

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at <http://www.uregina.ca/fs> and choosing the 'Financial Statements' button.

# SUMMARIZED NOTES TO THE FINANCIAL STATEMENTS

**For the Year Ended April 30, 2005**  
(in thousands of dollars)

## 1. Summarized Significant Accounting Policies

The University follows the restricted fund method of accounting for contributions. As such, resources are classified for accounting and reporting purposes into funds in accordance with specified activities or objectives. The University has classified accounts with similar characteristics into major funds as follows:

i) The General Fund accounts for the University's program delivery, service and administrative activities that are funded by tuition and related fees, government grants and other income. It also includes the University's self-funding fee-for-service Ancillary funds and the Special Project funds used to track revenues and expenditures for consulting, training, time-limited and other projects. The General Fund also holds the accrued pension benefit asset related to the three University-sponsored defined benefit pension plans: The Pension Plan for the Academic and Administrative Employees of the University of Regina, the University of Regina Non-Academic Pension Plan, and the University of Regina Supplementary Executive Retirement Plan.

ii) The Restricted Fund reports grants, gifts, interest and rental income used to acquire capital assets and repay long-term debt on certain capital assets. It also includes grant and contract income and expenses specifically identified for research or related activities as restricted by granting agencies, research institutes and other public and private organizations. The Restricted Fund also holds in trust externally restricted resources that may be used in their entirety within the restrictions established by the provider of the funds, which are generally for the provision of scholarships or annual lectures.

iii) The Endowment Fund reports resources contributed for endowment. Restrictions placed on the fund by the original provider preclude the original fund balance from being spent.

## 2. Correction of Prior Year Error

Deferred revenue in the General – Special Projects Fund was incorrectly recorded in prior years' financial statements. The effects of this error correction have been applied retroactively. The impact on the financial statements as a whole is as follows:

| <b>Impact on Fund Balance:</b>                             | <b>2005</b>       | <b>2004</b>       |
|------------------------------------------------------------|-------------------|-------------------|
| Fund balance, beginning of year, as previously reported    | \$ 204,851        | \$ 186,236        |
| Error correction – decrease in deferred revenue            | 2,239             | 2,424             |
| Fund balance beginning of year, as restated                | <u>\$ 207,090</u> | <u>\$ 188,660</u> |
| <b>Impact on net revenues (expenses):</b>                  |                   | <b>2004</b>       |
| Net revenues (expenses) as previously reported             |                   | \$ 18,615         |
| Error corrections:                                         |                   |                   |
| – increase grants and contracts Government of Canada       |                   | 21                |
| – decrease grants and contracts Government of Saskatchewan |                   | (231)             |
| – decrease grants and contracts Other                      |                   | (89)              |
| – increase student fees                                    |                   | 79                |
| – increase contributions, gifts, donations and bequests    |                   | 24                |
| – increase sales of services and products                  |                   | 31                |
| – decrease miscellaneous income                            |                   | (20)              |
| Net revenues (expenses) as restated                        |                   | <u>\$ 18,430</u>  |

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